



**Connections between the Common Core State Standards (CCSS) for English Language Arts and the
South Carolina Academic Standards for English Language Arts 2008
Grade 6**

Reading Standards for Literature	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6-1.1 Analyze literary texts to draw conclusions and make inferences.	
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6-1.6 Compare/contrast main ideas within and across literary texts.	
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	4-1.5 Analyze the impact of characterization and conflict on plot. 6-1.4 Analyze an author's development of characters, setting, and conflict in a given literary text.	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4-1.6 Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts. 6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration). 6-1.5 Interpret the effect of the author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts. 6-3.4 Distinguish between the denotation and the connotation of a given	

	word.	
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	6-1.4 Analyze an author's development of characters, setting, and conflict in a given literary text. E1-1.4 Analyze the relationship among character, plot, conflict, and theme in a given literary text.	
6. Explain how an author establishes and develops the point of view of the narrator or speaker in a text.	7-1.2 Explain the effect of point of view on a given narrative text.	
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	This standard was not previously included in the SC standards.	
8. (Not applicable to literature)	NA	
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	6-1.6 Compare/contrast main ideas within and across literary texts. 6-1.9 Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.	
Range of Reading and Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6-1.11 Read independently for extended periods of time for pleasure.	
Reading Standards for Informational Text	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6-2.2 Analyze informational texts to draw conclusions and make inferences.	

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6-2.1 Analyze central ideas within and across informational texts.	
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6-2.1 Analyze central ideas within and across informational texts. 6-2.2 Analyze informational texts to draw conclusions and make inferences.	
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration). 6-3.4 Distinguish between the denotation and the connotation of a given word.	
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5-2.1 Summarize the central idea and supporting evidence of a given informational text. 6-2.1 Analyze central ideas within and across informational texts.	
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6-2.3 Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.	
Integration of Knowledge and Ideas		
7. Integrate information presented in different formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6-2.3 Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.	
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.	
Range of Reading and Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6-2.10 Read independently for extended periods of time to gain information	

Writing Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Text Types and Purposes		
<p>1. Write arguments to support claims with clear reasons and relevant evidence</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>6-5.4 Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.</p> <p>6-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation</p>	<p>6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>6-5.1 Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience.</p> <p>6-5.3 Create written descriptions using precise language and vivid details.</p> <p>6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p>6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p>	

presented.		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>6-5.2 Create narratives that have a fully developed plot and a consistent point of view.</p> <p>6-5.3 Create written descriptions using precise language and vivid details.</p>	
Production and Distribution of Writing		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>6-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>6-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)</p>	<p>6-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p>6-4.6 Edit for the correct use of written Standard American English.</p>	

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	This standard was not previously included in the SC standards.	
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.	
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources. 6-6.3 Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others. 6-6.7 Use a variety of print and electronic reference materials.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	5-2.3 Analyze a given text to detect author bias (for example, unsupported opinions). 7-1.8 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).	
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	This standard was not previously included in the SC standards.	

Speaking and Listening Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set clear goals and deadlines, and individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	This standard was not previously included in the SC standards.	
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6-2.6 Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers). 6-2.7 Interpret information from functional text features (for example, tables of contents and glossaries).	
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	This standard was not previously included in the SC standards.	

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	
Language Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 	6-4.4 Use grammatical conventions of written Standard American English, including main and subordinate clauses, indefinite pronouns, pronoun-antecedent agreement, and consistent verb tenses. 6-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly. 	6-4.6 Edit for the correct use of written Standard American English, including punctuation (semicolon, commas to enclose appositives, and commas to separate introductory clauses and phrases.) 6-4.7 Spell correctly using Standard American English.	

Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p>6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.</p> <p>6-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p>	
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p>6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts</p> <p>6-3.5 Spell new words using Greek and Latin roots and affixes.</p> <p>6-6.7 Use a variety of print and electronic reference materials.</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p> <p>6-3.4 Distinguish between the denotation and the connotation of a given word.</p>	

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering word or phrase important to comprehension or expression.	<p>1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</p> <p>6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	
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